DOCUMENT RESUME

ED 164 371 SO 011 259

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TITLE The NCSS Curriculum Guidelines and Large-Scale Assessment in Social Studies.
PUB DATE Nov 78
NOTE 23p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978); Tables 3-5 may not reproduce clearly due to small and broken print type of original document

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Curriculum Evaluation; Curriculum Research; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Guidelines; Knowledge Level; *Program Content; Research Methodology; Skill Development; *Skills; *Social Studies; Tables (Data); *Test Construction; Test Items; Tests

ABSTRACT

The paper reports on a study of social studies tests and their relationship to National Council for the Social Studies (NCSS) curriculum guidelines. The study had two objectives: (1) derive learning objectives based upon the NCSS Curriculum Guidelines (1971) and the NCSS Curriculum Guidelines for Multiethnic Education (1976), and (2) acquire a representative sample of social studies tests and analyze them for congruency with learning outcomes derived from the Guidelines. Analysis of the Guidelines revealed eight important factors in social studies education: school milieu, instructional resources, instructional development, student participation, student self-worth, evaluation, content, and skills. Only content and skills were rated as appropriate for assessment. The sample of tests to be analyzed included 17 commercial tests and 10 state tests. Results showed that test publishers broadly sample the traditional content disciplines of social studies, but they inadequately sample pervasive issues and ethnic content; and test publishers sample social studies skills more broadly than would be expected from the Guidelines. In addition, criterion-referenced tests and competency tests in the states are composed of low-level knowledge items and threaten to eliminate concerns for skill development. (Author/AV)

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The NCSS Curriculum Guidelines and Large-scale Assessment in Social Studies*

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*A paper presented to the Council of State Social Studies Specialist, National Council for the Social Studies (November, 1978) Houston, Texas.

SO 011 299

The NCSS Curriculum Guidelines and Large-scale Assessment in Social Studies*

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During 1977, Anna Ochoa, President of NCSS, requested that the Advisory Committee on Research undertake a study of testing in social studies education. Later an ad hoc Committee on Testing was created composed of Karen Fox, Northwestern University; Paul Williams, State Department of Education (Virginia); and myself. The Committee on Testing (COT) was given the charge to:

Task 1. Derive classes of learning outcomes based upon the NCSS Curriculum Guidelines (1971) and the NCSS Curriculum Guidelines for Multiethnic Education (1976).

Task 2. Acquire a representative sample of commercially produced social studies tests and analysis these tests for congruency with learning outcomes derived from the Guidelines.

Preliminary attempts to derive learning outcomes from the Guidelines produced a series of concerns for the COT. We recognized that the Guidelines had been written by a committee of social studies educators representing the organizational diversity of the NCSS and influenced by the prominent political and professional issues of that time. We further realized that the Guidelines were never intended as a basis for the identification of learning outcomes. Nevertheless, both the 1971 and 1976 Guidelines clearly indicate that the accompanying checklist statements can (should) be used to evaluate the social studies program in the local school.

We sought the help of selected social studies professionals to analyze the Guidelines: John Napier, University of Georgia; Mary Friend Shepard, Indiana University; and Lynn Winters, Lawndale (CA) High School. We ask these people to independently rate each of the checklist statements in the Guidelines regarding their appropriateness for large-scale assessment. It was assumed that the checklist

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statements were an accurate definition of the larger body of the Guidelines; we assumed this was correct since the respective guideline committees had suggested their usefulness in program evaluation.

We compiled the reports of the independent rates, using their rating as a quasi-control on the subjectivity of the COT. The committee discussed each guideline statement against two questions: What is the intended learning outcome of the statement? and Can the learning outcome be assessed through large-scale procedures? These deliberations and the rater reports produced a re-grouping of the individual guidelines under the following headings.[1]

Appropriate for National Assessment
Appropriate for State Assessment
Appropriate for Local Assessment - Unobtrusive Measures
- Attitudinal Measures
- Checklists

The COT proceeded to determine the redundancies between the 1971 Curriculum Guidelines and the 1976 Multiethnic Curriculum Guidelines. This task was important to: (1) develop the simplest list of guideline statements that were appropriate for large-scale assessment; and (2) develop a set of criteria that we could use to judge published social studies tests. Table III illustrates the interrelatedness of the Guidelines. By examining the guideline statements on this grid, we were able to identify and name eight factors that were present across the Guidelines. Six of the factors identified were not considered appropriate for large-scale assessment:[2]

1. School Milieu - These guideline statements describe how the local school should promote staff development; provide support for social studies education; provide for aesthetic experiences; and provide release time and financial resources for social studies staff.

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[1]See Tables I and II attached to this report.

[2]The guideline statements are displayed for each factor in the COT report to the NCSS Board of Directors; entitled "An Analysis of the Relationship between NCSS Curriculum Guidelines and Social Studies Achievement Tests".

2. Instructional Resources - These statements may be characte rized as describing the physical resources (media included) av ailable for social studies instruction along with the accessibil ity of the community to the school.

3. Instructional Development - Classified under this heading were directions for lesson planning; attitudes toward learnin g; learning styles and the interdisciplinary and multidisc plinary dimensions of instruction.

4. Student Participation - Essentially these statements focus ed upon student involvement in the instructional process and in community action.

5. Self-worth - These statements focus upon the development o f self; individual dignity and the dignity of others.

6. Evaluation - These guideline statements provide thorough d irection for the development of local and large-scale assessment of social studies instruction.

The remaining two factors were named Scope and Sequence-Content and Scope and Sequence-Skills; both were rated as appropriate for large-scale asse ssment.

The COT examined the Content factor first--hoping that these g uideline statements would best describe how the guideline committees had defi ned "social studies education." A series of questions were directed tow ard this factor:[3]

What is the conceptual nature of social studies educatio ?

What are the content (discipline) areas to be included in the social studies curriculum?

What issues (topics), if any, are constant in the social studies curriculum?

What sequencing of content, if any, should be considered within the social studies curriculum?

We discussed the guideline statements individually as the COT sought to produce a set of criteria that would have utility as we examined published s ocial studies tests. We summarized the Scope and Sequence-Content criteria as:

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[3]See Table IV for the guideline statements that comprise the c ontent factor.

1. The social studies curriculum should draw content from history and the social sciences with some representation from related fields of law, psychology, etc.

2. The social studies curriculum should include enduring issues (problems) as reflected in contemporary society.

3. Within the framework of the traditional disciplines and social issues, the social studies curriculum must include holistic views of ethnic groups--concepts, facts and values. Tokenism should be eliminated.

While we found that most of the guideline statements contributed positively to the development of the above criteria, there were some statements that lacked any utility. For example Guideline 2.1 (1971) states "Does the program focus on the social world as it actually is? OR Guideline 3.8 (1971) states "Does the program include a careful selection of that knowledge of most worth?." Who knows what the social world actually is or what knowledge is of most worth?

We examined the Skills factor last. The questions we directed toward these guidelines were:

> What operational differences exist between the descriptors of thinking skills--e.g. inquiry, decision-making, etc.?
>
> Is there a hierarchy, or hierarchies, of social studies skills?
>
> What, if any, skills are essentially the domain of social studies education?

After extended discussions of the guideline statements, we generated the following Skills criteria:[4]

1. The social studies curriculum should provide for the development of procedural skills-reference, location, graph, visual, tabular and chronological skills.

2. The social studies curriculum should provide for the development of information processing skills--specifically inferencing, comparing and contrasting, classifying, hypothesizing, generalizing and interpreting.

3. The social studies curriculum should provide for a hierarchy of skill development--simple to complex.

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[4]See Table V for the guideline statements that comprise the Skills factor.

4. Ethnic content and concepts should be used frequently as the substance for the practice and development of social studies skills.

The summary criteria from the Content and Skills factors were developed into a standard form for the review and analysis of social studies tests. This review form was revised as we encountered difficulty defining terms or determining appropriate categories.

It was difficult for the COT to define the most useful sample of social studies tests to be analyzed. We first considered what to do about published test that were designed for single, traditional disciplines--e.g. economics. We decided to eliminate special subject tests because of time constraints and because we felt that these tests were less appropriate to the Guidelines criteria. Secondly, we eliminated non-content specific psychological tests on the basis that these tests are too numerous and too diverse in the focus of assessment qualities and were more suited for assessment of local curriculum goals. Finally, we chose to examine only those sections of each test designated "social studies". Frequently, the skills and sometimes the content of social studies referring to in the Guidelines could be found under language arts, mathematics and/or science. Since scores on the tests are not reported by skills function or specific content (e.g. pollution), analyses of the other than social studies sections of the tests would yield little knowledge of value. We did elect to include in the sample, tests utilized by state agencies and/or those commercial tests uniquely adapted to meet individual state objectives. Out test sample included seventeen (17) commercial tests and ten (10) state tests.[5]

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[5]The ten state tests were divided into four achievement tests, two criterion reference tests and four NAEP type tests.

While we rated each test item against the criteria derived from the Guidelines, we did not feel that the quantitative data on the test review forms represented the information very well. We had no standard of what percentage of a test should involve ethnic items or pervasive issues. The base data for each criterion is available in the COT report to the NCSS Board of Directors. I shall report here what we believe to be important characteristics of social studies tests and their relationship to the Guidelines.

Content. We found that the commercial tests generally sample the extant social studies curriculum offerings quite well. Test items for the lower grades tend to focus upon geography content; while the tests for the secondary grades focus upon American History and government. Economics appears more often on tests in the middle years. World history and sociology are fairly well represented. The criterion reference tests in the individual states were more special subject oriented--generally focusing on law, careers, citizenship--and were composed of pure recall questions. National Assessment of Educational Progress (NAEP) type state tests tended to expand the item coverage into areas of personal attitudes toward self, social institutions and government. Pervasive issues, called for in the Guidelines, were not often present on the commercial tests and even less often on the state test. Of those issues we could identify, human rights and conservation were the most prevalent. We were forced to assume that social issues are not sufficiently pervasive or that testmakers were not sensitive to them.[6] The number of items that contained ethnic content was a low proportion of the items on the commercial and the state tests. We found little tokenism--i.e. the use of ethnic heroes--on the tests, but we were disappointed that test publishers had not improved significantly in the use of ethnic content for item stimuli. Criterion reference tests generally ignored ethnic content.

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[6]We generously rated items under social issues whenever possible. In order to secure an identifiable issue category, we had to put racism, sexism and prejudice under a broader category called human rights.

Skills. We quickly arrived at the conclusion that the 1971 and 1976 Guidelines did not provide test publishers with much assistance in the testing of social studies skills. While calling for a hierarchy of skills--Guideline 13.6 (1967)--the Guidelines do not provide any context clues for what the hierarchy might be. In fact, we felt that the better test publishers were far ahead of the profession in a demonstrated concern for skills. Commercial tests and the state NAEP tests contained good samplings of lower order skills (access skills) and adequate test items on interpretation, inference, compare and contrast and hypothesis generation. Rearely were test items included that dealt with fact vs. opinion, relevant vs. irrelevant data, classification, hypothesis testing and problem indentification; valuing skills were absent. Criterion reference tests were noteably the poorest in this regard. The NAEP type state tests did attempt to probe the values (beliefs) that students hold about themselves and their institutions.

Our report to the NCSS Board of Directors suggests that:

1. The NCSS Guidelines are not sufficiently definitive of social studies content and skills domains--particularly the latter.

2. Test publishers broadly sample the traditional content disciplines, but they inadequately sample pervasive issues and ethnic content.

3. Test publishers do more broadly sample social studies skills than might be expected from the Guidelines.

4. Criterion-reference tests and competency tests in the states are composed of low-level knowledge type items and threaten to eliminate concerns for skill development. further these tests have the potential to "deflect" the social studies curriculum away from concerns in the Guidelines.

Our Committee decided to broaden our original task to include analyses of state tests and objectives. We sent letters (during 1977-78) to one CS_4 member in each state asking them to provide the following information:

1. A list of statewide social studies objectives (K-12)--both affective and cognitive.

2. Names and copies of social studies tests used in state testing programs--both norm-referenced and/or criterion-referenced tests.

3. Changes that are underway or contemplated in the testing of social studies outcomes.

We are at present conducting another survey of the same people to secure more precise information on testing trends in the states.

Results of our survey, forty-one states included, suggest findings as follows:

1. Twenty-three states report that their state has prepared a document outlining statewide goals of social studies curriclum. These documents range from carefully defined philosophies of social studies to brief and broad statements about humankind. Only two states reported that the NCSS Guidelines were basic to the social studies curriculum.

2. Fourteen states have written or are writing curriculum/instruction objectives as mandated guides for some aspect of the social studies programs.

3. Twenty-three states report that some type of competency based program is being mandated that directly and/or collaterally impinges upon the content and skills of the social studies curriculum. The CBE movement is most pronounced in citizenship and economic education.

4. Eighteen states have statewide testing programs that are specifically related to one or more social studies subjects. Four states utilize norm-referenced (NRT) tests; two states administer criterion-referenced tests and twelve states use exercises from the National Assessment of Educational Progress.

When we began the survey, we assumed that the classic curriculum model would be followed in the several states. That is, that each state would have a carefully worded description (definition) of social studies for grades K-12; that each state would exhibit carefully developed curriculum/instruction guidelines from which instructional objectives could be prepared; and finally that measurement and evaluation instruments were being used--or under development--to evaluate the social studies curriculum. What is actually the case is that approximately

half of the states will soon require competency testing programs, many of which are not based upon a statewide description of social studies education. Thus, we are likely to have a social studies curriculum in many states that is "deflected" from competency tests--an outcome that will be highly inconsistent with the NCSS Guidelines and generally repugnant to the profession. We found that the states resist a sharply focused definition of social studies; many arguing that the state should not mandate any aspect of the social studies curriculum. I think that we should examine this posture that fosters ambiguity in social studies. We can, I believe, define social studies content and skills functionally without creating a national curriculum.

Finally, there is a second curriculum danger that is associated with the Competency movement in social studies and the lack of clearly stated objectives. For the most part social studies educators have resisted the competency movement under the flag of "clear and present danger." The movement is politically motivated, unscrupuously targeted toward a "basics" which we know to be knowledge rather than skill based. If social studies is omitted from the competency tests, remediation of failing language arts and mathematics students tends to be at the expense of curriculum space for social studies. While this trend is only beginning, there are early signs in the elementary grades that readin' and 'rithmetic are squeezing out social studies and science.

TABLE I

NCSS CURRICULUM GUIDELINES (1971) BY LEVEL OF ASSESSMENT AND TYPE OF LOCAL ASSESSMENT

Guideline Reference	Large-Scale Assessment (National)	Large-Scale Assessment (State)	Appropriate Types of Local Assess.			Notes
			Unobtrusive Measures	Attitude Surveys	Checklists	
1.1-1.4			x		x	Studend participation
2.1-2.4	x	x				
2.5				x		Picture cues show ethnicity
2.6		x	x			
2.7			x		x	
3.1-3.8	x	x				Defines scope of SS—need to report skill results accurately
4.1-4.6			x		x	Compare instruction to curriculum
5.1			x		x	
5.2-5.3	x	x				Subsumed under 3.2
5.4-5.5			x			
5.6-5.7			x	x		Self-concept
6.1-6.6			x		x	Instructional plans
7.1-7.2	x	x				Highest cognitive evaluation
7.3			x			

TABLE II
NCSS CURRICULUM GUIDELINES (1976)
BY LEVEL OF ASSESSMENT AND TYPE OF
LOCAL ASSESSMENT

Guideline Reference	Large-Scale Assessment (National)	Large-Scale Assessment (State)	Appropriate Types of Local Assess.			Notes
			Unobtrusive Measures	Attitude Surveys	Checklists	
1.0						
1.1-1.2						
1.3-1.5			x		x	
2.0						
2.1-2.5		x	x	x	x	
3.0-3.1			x	x	x	
4.0-4.6			x	x	x	
5.0-5.2	—	—	—	—	—	Suggestions for test construction
6.0-6.4		x	x	x		Psychometric tests on self-concept/ state efforts
7.0-7.4	x	x				NCSS Curr. Guideline 2.0 examine ethnic content
7.5-7.7	x	x	x			Stimulus of test items
8.0-8.2	x	x	x			Skills section 3.0 NCSS curr. guidelines
9.0	x	x	x			NCSS curr. guildelines 3.0

TABLE II (continued)
NCSS CURRICULUM GUIDELINES (1976)
BY LEVEL OF ASSESSMENT AND TYPE OF
LOCAL ASSESSMENT

Guideline Reference	Large-Scale Assessment (National)	Large-Scale Assessment (State)	Appropriate Types of Local Assess.			Notes
			Unobtrusive Measures	Attitude Surveys	Checklists	
9.1-9.2						
10.0-10.1	x	x				Explication of NCSS curriculum guideline 2.0
10.2-10.4			x	x	x	
11.0-11.6	x	x	x			Explication of NCSS curriculum guideline 5.0
11.7-11.8		x	x	x	x	
12.0-12.1	x	x				Item produce reflects ethnic knowledge
12.2			x		x	
13.0-13.3	x	x				Refer NCSS curr. guideline 3.0
13.4-13.7			x	x	x	
13.6	x**					Only reference to a hierarchy of concepts
14.0-14.3	x**		x	x	x	Knowledge of ethnic groups
15.0-15.2			x		x	Instructional management

TABLE II (continu
NCSS CURRICULUM GUIDELINES - (
BY LEVEL OF ASSESSMENT AND TYP
LOCAL ASSESSMENT

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OF

Guideline Reference	Large-Scale Assessment (National)	Large-Scale Assessment (State)	Appropriate Types of Local Ass			Notes
			Unobtrusive Measures	Attitude Surveys	Check ess. ists	
16.0-16.2	x	x				Skills found under NCSS curriculum guideline 3.0
17.0-17.1			x		x	Curriculum analysis
17.2-17.3	x	x	x	x		Higher cognitive level--NCSS curriculum guideline 3.0
18.0-18.2	x	x				NCSS curriculum guideline 2.0
19.0-19.2			x		x	Could refer to the use of primary sources
19.3-19.4	x	x				NCSS curriculum guidelines 2.0
19.5-19.6			x	x	x	
20.0-20.1	x	x				NCSS curriculum guideline 2.0 language transforms
20.2-20.3			x	x	x	Question dialect objective here
20.4			x	x	x	
21.0-21.3			x	x	x	
22.0-22.2		x	x			Implications for the use of tests
23.0-23.5		x			x	Sampling of teacher built tests

TABLE III

FACTOR ANALYSIS

NCSS GUIDELINES 1971 and 1976

1976 Guidelines \ 1971 Guidelines	1.0 (1.1-.4)	2.0 (2.0-.2)	(2.3)	(2.4)	(2.5)	(2.6)	(2.7)	3.0 (3.1)	(3.2-.3)	(3.4-.8)	4.0 (4.1-.6)	5.0 (5.1)	(5.2-.3)	(5.4-.7)	6.0 (6.1-.6)	7.0 (7.1-.2)	(7.3-.4)	8.0 (8.1-.8)	9.0 (1.1-.7)	FACTOR NAMES
1.0						X									X					Instr. Resources
(1.1)		X		X				X		X										S/S-Content
(1.2-.5)						X									X					Instr. Resources
2.0 (2.1-.5)																			X	School Milieu
3.0 (3.1)																			X	School Milieu
4.0 (4.1-.6)																			X	School Milieu
5.0 (5.1-.2)											X	X		X			X			Instr. Dev.
6.0 (6.1-.4)	1																			Self-Worth[1]
7.0 (7.1-.7)		X		X				X		X										S/S-Content
8.0 (8.1-.2)													X			X				S/S-Skills
9.0 (9.1-.2)		X		X				X		X										S/S-Content
10.0 (10.1-.4)		X		X				X		X										S/S-Content
11.0 (11.1-.6)													X			X				S/S-Skills
(11.7)	X				X		X													St. Participation
(11.8)																				Self-Worth[1]
12.0 (12.1-.2)																				Self-Worth[1]
13.0 (13.1-.2)		X		X				X		X										S/S-Content
(13.3-.5)						X									X					Instr. Resources
(13.6)													X			X				S/S-Skills
14.0 (14.1-.3)		X		X				X		X										S/S-Content
15.0 (15.1-.2)		X		X				X		X										S/S-Content
16.0 (16.1-.2)													X			X				S/S-Skills
17.0 (17.1-.2)		X		X				X		X										S/S-Content
(17.3)													X			X				S/S-Skills
18.0 (18.1-.2)		X		X				X		X										S/S-Content
19.0 (19.1-.2)																			X	School Milieu
(19.3-.6)		X		X				X		X										S/S-Content
20.0 (20.1-.4)		X		X				X		X										S/S-Content
21.0 (21.1-.3)						X									X					Instr. Resources
22.0 (22.1-.2)																		X		Evaluation
23.0 (23.1-.5)																		X		Evaluation

FACTOR NAMES	St. Part.	S/S-Content	S/S-Skills	S/S-Content	St. Part.	Instr. Res.	St. Part.	S/S-Content	S/S-Skills	S/S-Content	Instr. Dev.	Instr. Dev.	S/S-Skills	Instr. Dev.	Instr. Res.	S/S-Skills	Instr. Dev.	Evaluation	School Milieu

[1] NOTE: Self-worth relates closely with student participation under 1.0 NCSS Guidelines (1971).

TABLE IV

Factor 7: Scope and Sequence-Content

Guidelines 1976	Guidelines 1971
1.1 Is ethnic content incorporated into all aspects of the curriculum, preschool through grade twelve and beyond?	2.1 Does the program focus on the social world as it actually is? R T C
7.0 Does the curriculum help students to understand the wholeness of the experiences of ethnic groups?	2.2 Does the program emphasize pervasive and enduring social issues? R T
7.1 Does the curriculum include the study of societal problems some ethnic group members experience, such as racism, prejudice, discrimination, and exploitation?	2.4 Does the program provide intensive and recurrent study of cultural, racial, religious, and ethnic groups? R T C
7.2 Does the curriculum include the study of historical experiences, cultural patterns, *and* social problems of different ethnic groups?	3.1 Does the program emphasize valid concepts, principles, and theories in the social sciences? R T
7.3 Does the curriculum include both positive and negative aspects of ethnic group experiences?	3.4 Does the program draw upon all of the social sciences and the history of the United States and the Western and non-Western worlds? R T
7.4 Does the curriculum present ethnics as active participants in society *and* as subjects of oppression and exploitation?	3.5 Does the program draw from what is appropriate in other related fields such as psychology, law, communications, and the humanities? R T
7.5 Does the curriculum examine the diversity within each ethnic group's experience?	3.6 Does the program represent some balance between the immediate social environment of students and the larger social world? R T
7.6 Does the curriculum present ethnic group experience as dynamic and continuously changing?	3.7 Does the program include the study of man's achievements and those policies contrary to present national goals? R T
7.7 Does the curriculum examine the experiences of ethnic group people instead of focusing exclusively on the "heroes"?	3.8 Does the program include a careful selection of that knowledge of most worth? R T
9.0 Does the curriculum explore and clarify ethnic alternatives and options within American society?	
9.1 Does the teacher create a classroom atmosphere reflecting an acceptance of and respect for ethnic differences?	
9.2 Does the teacher create a classroom atmosphere allowing realistic consideration of ethnic alternatives and options?	
10.0 Does the curriculum promote values, attitudes, and behaviors which support ethnic pluralism?	
10.1 Does the curriculum help students examine differences within and among ethnic groups?	
10.2 Does the curriculum foster attitudes supportive of cultural democracy and other democratic ideals and values?	
10.3 Does the curriculum reflect ethnic pluralism?	
10.4 Does the curriculum present ethnic pluralism as a vital societal force that encompasses both potential strength and potential conflict?	
13.0 Is the multiethnic curriculum comprehensive in scope and sequence, presenting holistic views of ethnic groups, and an integral part of the total school curriculum?	
13.1 Does the curriculum introduce students to the experiences of persons of widely varying backgrounds in the study of each ethnic group?	
13.2 Does the curriculum discuss the successes and contributions of members of some group in terms of that group's values?	

TABLE IV (CONT.)

14.0 Does the curriculum include the continuous study of the cultures, historical experiences, social realities, and existential conditions of ethnic groups with a variety of racial compositions?

14.1 Does the curriculum include study of several ethnic groups?

14.2 Does the curriculum include studies of both white and nonwhite groups?

14.3 Does the curriculum provide for continuity in the examination of aspects of experience affected by race?

17.1 Are the perspectives of different ethnic groups represented in the instructional program?

17.2 Are students taught why different ethnic groups often perceive the same historical event or contemporary situation differently?

18.0 Does the curriculum conceptualize and describe the development of the United States as a multidirectional society?

18.1 Does the curriculum view the territorial and cultural growth of the United States as flowing from several directions?

18.2 Does the curriculum include a parallel study of the various societies which developed in the geo-cultural United States?

19.3 Do students read and hear the poetry, short stories, novels, folklore, plays, essays, and autobiographies of a variety of ethnic groups?

19.4 Do students examine the music, art, architecture, and dance of a variety of ethnic groups?

19.5 Do students have available the artistic, musical, and literary expression of the local ethnic communities?

19.6 Are opportunities provided for students to develop their own artistic, literary, and musical expression?

20.0 Does the school foster the view of ethnic group languages as legitimate communication systems?

20.1 Are students taught about the nature of languages and dialects?

20.2 Is the student taught in his or her dominant language or dialect when needed?

20.3 Does the curriculum explore the role of languages and dialects in self-understanding and within and among ethnic groups?

20.4 Are the language policies and laws within the United States studied from political perspectives?

TABLE V

Factor 8: Scope and Sequence-Skills

Guidelines 1976	Guidelines 1971
8.0 Does the curriculum help students identify and understand the ever-present conflict between ideals and realities in human societies?	2.3 Does the program include analysis and attempts to formulate potential resolutions of present and controversial problems such as racism and war? R T
8.1 Does the curriculum help students identify and understand the value conflicts in problematic situations?	3.2 Does the program develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data? R T O
8.2 Does the curriculum examine differing views of ideals and realities among ethnic groups?	3.3 Does the program develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems? R T O
11.0 Does the curriculum help students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship?	5.2 Do activities include formulating hypotheses and testing them by gathering and analyzing data? R T O
11.1 Does the curriculum help students develop the ability to distinguish facts from interpretations and opinions?	5.3 Do activities include the processes of making decisions about socio-civic affairs? R T O
11.2 Does the curriculum help students develop skills in finding and processing information?	7.1 Does the program help students organize their experiences? R O
11.3 Does the curriculum help students develop sound knowledge, concepts, generalizations, and theories about issues related to ethnicity?	7.2 Are learning experiences organized in such fashion that students learn how to continue to learn? R O
11.4 Does the curriculum help students develop sound methods of thinking about ethnic issues?	
11.5 Does the curriculum help students develop skills in clarifying and justifying their values and relating them to their understanding of ethnicity?	
11.6 Does the curriculum include opportunities to use knowledge, valuing, and thinking in decision-making on ethnic matters?	
13.6 Does the curriculum provide for the development of progressively more complex concepts, abilities, and values?	
16.0 Does the curriculum use comparative approaches in the study of ethnic groups and ethnicity?	
16.1 Does the curriculum focus on the similarities and differences among ethnic groups?	
16.2 Are matters examined from comparative perspectives with fairness to all?	
17.0 Does the curriculum help students to view and interpret events, situations, and conflict from diverse ethnic perspectives and points of view?	
17.3 Are the perspectives of each ethnic group presented as valid ways to perceive the past and the present?	